

SEI COMPLIANCE MONITORING

FOR ADMINISTRATORS

**OELAS
CONFERENCE
2016**

Introductions

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- Director of Monitoring/Title III for ADE
- STEM/ Instructional Coach
- Language Acquisition Coach
- Mainstream and SEI Teacher

Agenda

- You'll complete a graphic organizer to refer to for COMPLIANCE INFORMATION and guidance with:
 - SEI Classrooms
 - ILLP Classrooms
 - Groupings
 - Paperwork for Files
 - OELAS Support

Ice Breaker- Crazy 8s

- Count off 1-**8**
- Sit at numbered tables with those who have your same number when prompted
- Find **8** things you and **ALL** members of your group have in common
 - NO BODY PARTS! MOST OF US HAVE 2 HANDS, 2 EYES, ETC.
 - Assign one scribe and one spokesperson within your group
- Be ready to share your entire list in **8** minutes
- Listen for my signal to return to your “home” table

Use Your Graphic Organizer

Key Compliance Items for SEI Models

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator



THE ADMINISTRATOR'S EYE

WHAT TO LOOK FOR

The Administrator's Eye

- Train your eyes to see the most important “visible” compliance items in SEI and ILLP classrooms.

SEI CLASSROOM	ILLP CLASSROOM
<ul style="list-style-type: none">• Schedules<ul style="list-style-type: none">• Master, Lesson Plan, Posted• Lesson plans match instruction• ELPS in allocations• Student rosters	<ul style="list-style-type: none">• Attachment A and its Performance Indicators (PIs)• Attachment B• PIs posted or in lesson plans• Student schedules = Teacher assignments on Attachment A (MS & HS)

Schedules In The SEI Classroom

- Check your SEI classroom teachers' posted schedules & lesson plans to ensure the four SEI Time Allocations are being taught in discrete blocks.
 - Grammar, Writing, Reading, OEC/V
- Verify the clock times are listed in the lesson plans - and they total 60 minutes per allocation.

It's G.O. Time!

Key Compliance Items for SEI Models

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
SEI ROOM	Schedules	LP, Posted, & Master match instruction	Show All 4 time allocations	Clock times in LPs

Time Allocations

for all grades and all proficiency levels

**There
are
4
SEI
Time
Allocations**

1

2

3

4

**** Please do NOT split up allocations. Each allocation is discrete and must consist of one full hour of instruction!**

Time Allocations

- If a time allocation must be broken, please don't split it with fewer than 30 minutes on either side of the forced interruption.
- If a time allocation is broken, it must be continued and completed, following the interruption (lunch or special areas), before another allocation is started.

It's G.O. Time!

Key Compliance Items for SEI Models

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
SEI ROOM	Schedules	LP, Posted, & Master match instruction	Show All 4 time allocations	Clock times in LPs
SEI ROOM	Allocations	OECV, Rdg, Wrtg, & Grammar	60 minutes un-interrupted each	If interrupted, 30 on each side and continue when return.

Lesson Plans In The SEI Classroom

- Make sure your SEI classroom teachers are using ELP Standards.
 - ELP Standards/Performance Indicators (PIs) are driving the lessons for those 4 hours.
 - ELP Standards/PIs are being placed in the correct SEI Time Allocations.
- **USE THE COMPLIANCE SLIDE FOR REFERENCE PLEASE!!!!**

Required ELP Standards in SEI Time Allocations For SEI Classrooms and ILLP Attachment A

SEI Time

Oral English/
Conversation

Grammar

Writing

Reading

BEHOLD THE
“COMPLIANCE
SLIDE”

Language
Strand

Standard 2:
Vocabulary

English
Conventions

main

It's G.O. Time!

Key Compliance Items for SEI Models

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
SEI ROOM	Schedules	LP, Posted, & Master match instruction	Show All 4 time allocations	Clock times in LPs
SEI ROOM	Allocations	OECV, Rdg, Wrtg, & Grammar	60 minutes un-interrupted each	If interrupted, 30 on each side and continue when return.
SEI ROOM	Lesson Plans	ELPS/PIs in correct allocations	TIP: Use compliance slide!	ELPS PIs drive instruction!

Oral English/ Conversation & Vocabulary	Reading	Writing	Grammar
Time frame From XX:XX-XX:XX (60 minutes)	Time frame From XX:XX-XX:XX (60 minutes)	Time frame From XX:XX-XX:XX (60 minutes)	Time frame From XX:XX-XX:XX (60 minutes)
ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators	ELP Standards/ Performance Indicators
<i>Listening & Speaking Domain</i> AND <i>Language Strand Standard 2 Vocabulary</i>	<i>Reading Domain</i>	<i>Writing Domain</i>	<i>Language Strand Standard 1 Standard English Conventions</i>
Lesson	Lesson	Lesson	Lesson
ELP Standards/ Performance Indicators drive the instruction.	ELP Standards/ Performance Indicators drive the instruction.	ELP Standards/ Performance Indicators drive the instruction.	ELP Standards/ Performance Indicators drive the instruction.

Internal Monitoring Checks

- Please don't assume just because you've told or trained your teachers that it will be done correctly.
- Most districts find themselves in corrective action when they truly believed they were doing everything correctly.

<http://www.azed.gov/english-language-learners/>

- Visit the teachers' classrooms and review schedules and lesson plans for requirements.

SEI Classroom Observation

All Questions MUST be answered

Short description of class

- ✓ The description should be concise and short
- ✓ Title of class assigned by the school, Middle/HS, include name and course number if available
- ✓ Description of whether it is a self-contained class or an individual section

Model Compliance

Y N

Have they allocated 4 hours for ELD?

- ✓ Evidence would be from lesson plans and/or master schedule. DOCUMENT EXPLICITLY
- ✓ Collaborate BEFORE observations as a team to determine if 4 hours at middle/high school is allocated so all "program" questions are consistent.
- ✓ If you answer NO, you MUST provide EXPLICIT documentation to support observation.
- ✓ Collaborate BEFORE observations as a team to determine if 4 hours at middle/high school is allocated so all "program" questions are consistent.

0 1 2 3 NA

EXPLICIT DOCUMENTATION is time allocations and lesson plan items to document findings

Evidence - Schedule on board and from lesson plan, and/or time allocations in lesson plan

If no, how many hours have they allocated?

Evidence - Schedule of which hours of the SEI Models were being implemented

all questions must be answered

Y N

Are the 4 hours the correct allocation?

- ✓ Evidence would be from lesson plans and/or master schedule- DOCUMENT EXPLICITLY
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ Be sure to check NA if the answer is yes to question regarding the allocation of 4 hours of ELD

Evidence - Schedule of school day on board and/or time allocations in lesson plans

Y N

Have they allocated a discrete hour of grammar?

- ✓ Evidence would be from lesson plans and/or master schedule and/or time allocations in lesson plans
- ✓ If you answer NO, you MUST provide explicit documentation to support observation
- ✓ If you answer NO, you MUST provide documentation to support observation

Are the lessons based on ELP standards?

- ✓ Evidence would be from lesson plans
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ If you answer NO, you MUST provide documentation to support observation

Evidence - Information contained in lesson plans and/or on board

Y N

Are the lessons based on ELP standards?

- ✓ Evidence would be from lesson plans
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ If you answer NO, you MUST provide documentation to support observation

Evidence - Information contained in lesson plans and/or on board

Y N

Are the lessons based on ELP standards?

- ✓ Evidence would be from lesson plans
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ If you answer NO, you MUST provide documentation to support observation

Evidence - Information contained in lesson plans and/or on board

Y N

Are students grouped by proficiency level?

- ✓ Evidence would be from classroom rosters
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ Evidence - What groupings were observed in classroom
- ✓ Answer "NO" if a roster was not provided and document
- ✓ This should have been determined prior to classroom visitation
- ✓ If not provided, check the District Notebook for highly qualified attestations

Y N

State Compliance

Y N

Instruction in English

Instruction is required to be in English

- ✓ If you MUST provide documentation to support observation
- ✓ If not provided, check the District Notebook for highly qualified attestations

Y N

Instruction in English (other than dictionaries) in any language other than

Y N

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Y N

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Y N

Instruction in English (other than dictionaries) in any language other than

Y N

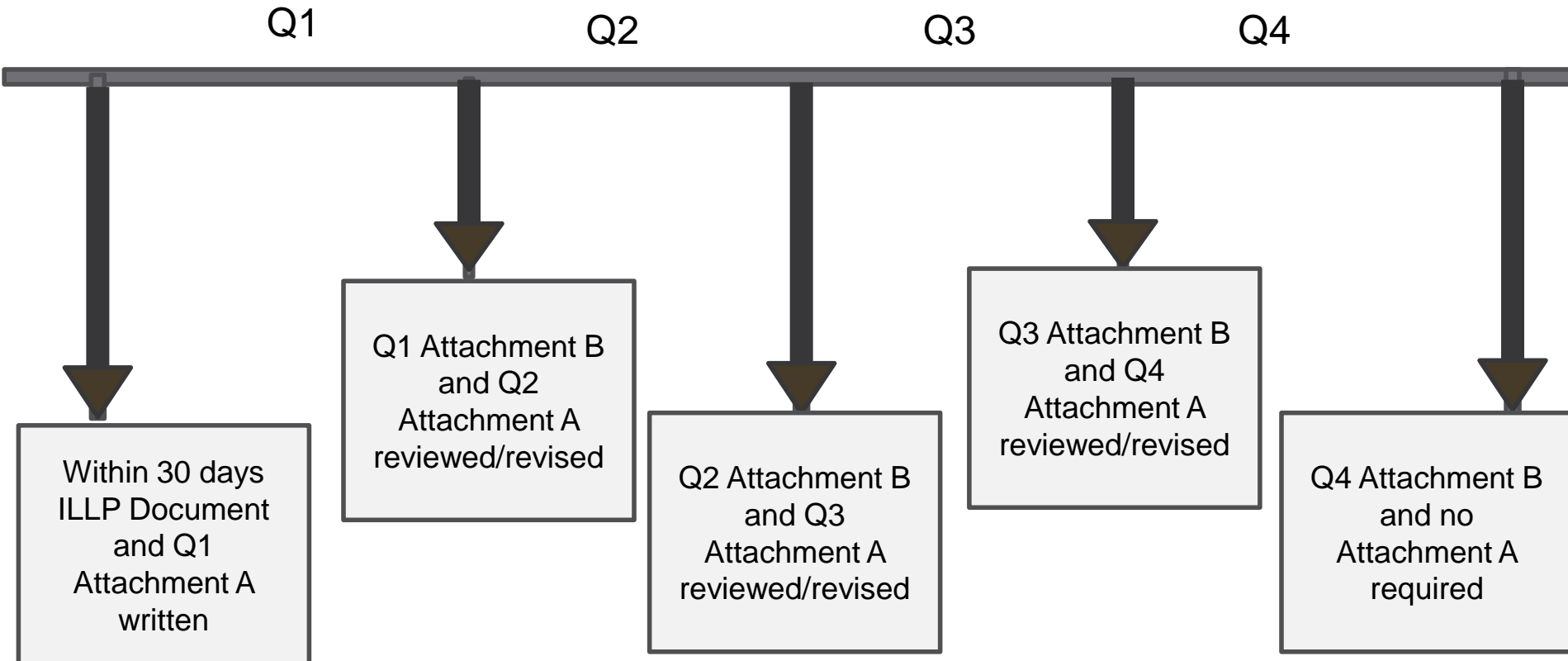
Instruction in English (other than dictionaries) in any language other than

Y N

ILLP CLASSROOMS

ILLP Timeline

- Verify that all three parts of the ILLP (ILLP, Attachment A, and Attachment B) are completed within the timeline.



It's G.O. Time!

Key Compliance Items for SEI Models

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SEI ROOM	Schedules	LP, Posted, & Master match instruction	Show All 4 time allocations	Clock times in LPs
SEI ROOM	Allocations	OECV, Rdg, Wrtg, & Grammar	60 minutes un-interrupted each	If interrupted, 30 on each side and continue when return.
SEI ROOM	Lesson Plans	ELPS/PIs in correct allocations	TIP: Use compliance slide!	ELPS PIs drive instruction!
ILLP DOCS	Timeline	Att. A written at beginning of every quarter.	Att. B written at end of every quarter.	ILLP doc signed w/in 30 days or 2 weeks. 3 logged attempts.

Copies in the ILLP Classroom

- Be sure the mainstream teacher has a copy of ILLP documents for each ELL in the classroom.
 - Original signed parent document gets filed in cumulative folder.
 - Teachers keep copies of documents-including Attachments A and B in their classroom.

ALL GRADE AND PROFICIENCY LEVELS

60 minutes

60 minutes

60 minutes

60 minutes

Oral English/Conversation and Vocabulary

Reading

Writing

Grammar

Documentation also required:

Attachment A (may be altered by LEA, but must have all components)

- *Documents the teacher responsible for instruction based on time allocations.*
- *Documents the ELP Standard(s) and Performance Indicators that will be used to differentiate the instruction for this student.*
- *Reviewed quarterly (or in accordance with reporting period) to update ELP Standards and Performance Indicators.*

Attachment B (may be altered by LEA, but must have all components)

- *Formative assessment information to document progress of the English language learner.*
- *Updated quarterly (or in accordance with reporting period).*

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

Classroom Teacher

Classroom English/language arts teacher

Date

Parent/ Guardian

Parent/guardian

Date

ELL Coordinator

ELL coordinator

Date

Site Administrator

Site Administrator

Date

It's G.O. Time!

Key Compliance Items for SEI Models

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SEI ROOM	Lesson Plans	ELPS/PIs in correct allocations	TIP: Use compliance slide!	ELPS PIs drive instruction!
ILLP DOCS	Timeline	Att. A written at beginning of every quarter.	Att. B written at end of every quarter.	ILLP doc signed w/in 30 days or 2 weeks. 3 logged attempts.
ILLP	Copies in classroom	Att. A for every quarter.	Att. B for every quarter.	Original ILLP doc in cum. Copy in class a plus!

Attachment A

- Verify that Attachment A documents are being reviewed and revised quarterly.
- Check each quarter's Attachment A to make sure there are 4-5 ELPS PIs in each allocation and they are in the correct allocation.
- Verify progression of skill on Attachment A documents.

Dated for
Quarter or
Trimester End

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Overall Proficiency Level: *AZELLA Date:			
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:	
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*ESL, BLE, or SEI Training?	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	(Performance Indicators to be written out)	Y N	4-5 Pls from Listening/Speaking Domain and Language Strand: Standard 2 (Vocab)	
*Reading	*60 minutes		Y N	4-5 Pls from Reading Domain	
*Writing	*60 minutes		Y N	4-5 Pls from Writing Domain	
*Grammar	*60 minutes		Y N	4-5 Pls from Language Strand: Standard 1	

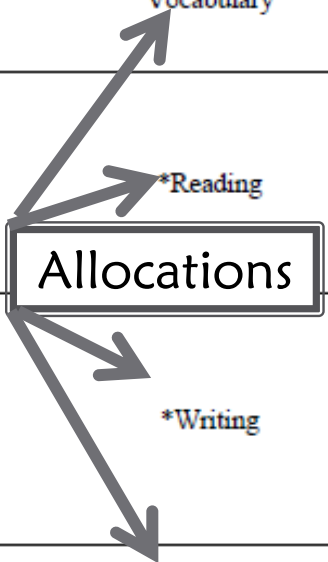
Allocations

ILLP Teacher Assignments

- Verify that a teacher who claims an allocation has the student for a period (MS & HS). One period = one allocation.
- Ensure only one teacher is responsible per allocation.
- Confirm each teacher has signed the Attachment A.

Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Overall Proficiency Level: *AZELLA Date:			
<div style="border: 1px solid green; height: 40px; width: 100%;"></div>	<div style="border: 1px solid purple; height: 40px; width: 100%;"></div>	<div style="border: 1px solid purple; height: 40px; width: 100%;"></div>	<div style="border: 1px solid purple; height: 40px; width: 100%;"></div>		
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*ESL, BLE, or SEI Training?	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Teacher names	Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		



It's G.O. Time!

Key Compliance Items for SEI Models

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SEI ROOM	Lesson Plans	ELPS/PIs in correct allocations	TIP: Use compliance slide!	ELPS PIs drive instruction!
ILLP DOCS	Timeline	Att. A written at beginning of every quarter.	Att. B written at end of every quarter.	ILLP doc signed w/in 30 days or 2 weeks. 3 logged attempts.
ILLP	Copies in classroom	Att. A for every quarter.	Att. B for every quarter.	Original ILLP doc in cum. Copy in class a plus!
ILLP	Attachment A	4-5 /PIs correct and in each allocation	1 teacher per allocation- all teachers sign.	Target date = end of quarter. Each quarter indicated!

Documenting ELPS In ILLP Classroom

- Ensure your mainstream teachers with ILLPs have evidence of ELPS Performance Indicator(s) from Attachment A posted in the classroom or in their weekly lesson plans.
 - **Must have evidence from every domain/strand for which they are responsible on Attachment A.**
 - **See next slide for details.**

Posting PIs From Attachment A

Departmentalized

- Oral English/Conv. Vocabulary
 - Must have L&S and L2 PIs
- Reading
 - Must have Reading PI
- Writing
 - Must have Writing PI
- Grammar
 - Must have L1

Self-Contained

- Must have all 5 areas of ELPS:
 - L&S (Listening & Speaking)
 - L2 (Vocabulary)
 - R (Reading)
 - W (Writing)
 - L1 (Grammar)

It's G.O. Time!

Key Compliance Items for SEI Models

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
ILLP ROOM	ELPS PIs	PIs from every allocation evident	Posted or in LPs	If in LP, recommend footer

Attachment B

- Make certain your teachers with ILLPs are completing an Attachment B at the end of each quarter or instructional period.
 - Attachment B acts as a progress report to the performance indicators selected at the beginning of the quarter on Attachment A.
 - Any assessments that would determine mastery or progress of ELPS may be used.

ILLP Progress Report - Attachment B

*Name

*SAIS ID#

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

[illegible][illegible]

ILLP Progress Report (cont.)

[illegible]

*Quarter: 4	*Date:	*Teacher Signature: <small>(Classroom Language Arts / English teacher)</small>
*Formative Assessments Used and Results:		
*Recommendations:		

It's G.O. Time!

Key Compliance Items for SEI Models

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
ILLP ROOM	ELPS PIs	PIs from every allocation evident	Posted or in LPs	If in LP, recommend footer
ILLP ROOM	Attachment B	All teachers on Att. A share data	Recommendations complete	Done at end of each Q-progress rept.

ILLP ELLs in a Mainstream Classroom Observation **All Questions MUST be Answered**

Please note: ILLP class is not intended to be an ELD class

Short description of class

- ✓ The description should be concise and short
- ✓ Title of class assigned by the school
- ✓ Description of whether it is a self-contained class, or an individual section

Model Implementation

Does the teacher have an ILLP for each ELL?

Y N

- ✓ Evidence of an ILLP in the classroom for each ELL
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ If you answer NO, you MUST provide documentation to support observation

Has the Required ELP Standards/Performance Indicators included on the Attachment A?

Y N

- ✓ Standards can be the same for all students in the specific proficiency level
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ If you answer NO, you MUST provide documentation to support observation

Do the ILLPs accurately reflect the SEI allocations as per the SEI Models?

Y N

- ✓ Evidence that all areas (reading, writing, grammar, oral English/conversation and vocabulary) are identified on an ILLP
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ If you answer NO, you MUST provide documentation to support observation
- ✓ If you answer NO, you MUST provide documentation to support observation

Is there evidence of a Performance Indicator located in the lesson plan or evident in classroom?

Y N

- ✓ Evidence that what is reflected on the ILLP is actually completed in this class for the ELL
- ✓ Evidence that what is reflected on the ILLP is actually completed in this class for the ELL
- ✓ Evidence that what is reflected on the ILLP is actually completed in this class for the ELL
- ✓ Evidence that what is reflected on the ILLP is actually completed in this class for the ELL

QUESTION TO ASK: How do you use the Performance Indicator to differentiate the instruction for the ELL?

Is there evidence of differentiated instruction for the English language learner(s)?

Y N

- ✓ If not observed during the time monitor is in the classroom, a conversation may take place with the teacher to ask what he/she does to address this portion of the instruction
- ✓ Some examples of differentiated instruction might include:
 - Teacher works with students individually
 - Small group instruction
 - Teacher indicates at some time they will work with individual students to address ELP standards
- ✓ If you answer NO, you MUST provide documentation to support observation

Mainstream class size

Number of English language learners

1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49	50	51	52

Proficiency levels of ELL(s) (check all that apply)

1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49	50	51	52

Frequency of periodic review and/or attachment A?

1	2	3	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49	50	51	52

Determine not acceptable answer

Y	N
---	---

Completed for

Y	N
---	---

Not acceptable answer

Y	N
---	---

State Compliance

Y	N
---	---

Documentation to support observation

Y	N
---	---

Other than dictionaries in any language other

Y	N
---	---

Observation

Y	N
---	---

More native language than for clarification

Y	N
---	---

Acquisition Services, July 2013

Y	N
---	---

Translation of all instructions or support observation

Y	N
---	---

Emergency situation is acceptable

Y	N
---	---

Acquisition Services, July 2013

Y	N
---	---

Translation of all instructions or support observation

Y	N
---	---

Emergency situation is acceptable

Y	N
---	---

Acquisition Services, July 2013

Y	N
---	---

GROUPINGS

ILLP Or SEI Classroom Configurations

- Ensure there are 20 or fewer ELLs in a three grade span utilizing ILLPs.
- Kindergarten is part of the count, even though they cannot be mixed with other grades for the 4 hours of SEI instruction.
- When you have numbers which are problematic for your LEA, reach out to OELAS and request a review of your groupings for possible recommendations and solutions.

- Contact OELASInbox@azed.gov before the school year begins-and request a grouping template.

2016-2017 SEI Grouping Template

School Name	K	1st	2nd	3rd	4th	5th	6th	Totals
Number of teachers at site								
ELL students (#)								
Mainstream students (#)								
Total number of students								
SEI Classes needed								
Mainstream Classes needed								
Mixed Classes needed								
ILLPs required								

School Name		7th	8th	9th	10th	11th	12th	Totals
Number of teachers at site								
ELL students (#)								
Mainstream students (#)								
Total number of students								
SEI Classes needed								
Mainstream Classes needed								
Mixed Classes needed								
ILLPs required								

2016-2017 SEI Grouping Template

School Name	K	1st	2nd	3rd	4th	5th	6th	Totals
Number of teachers at site								
ELL students (#)								
Mainstream students (#)								
Total number of students								
SEI Classes needed								
Mainstream Classes needed								
Mixed Classes needed								
ILLPs required								

School Name		7th	8th	9th	10th	11th	12th	Totals
Number of teachers at site								
ELL students (#)								
Mainstream students (#)								
Total number of students								
SEI Classes needed								
Mainstream Classes needed								
Mixed Classes needed								
ILLPs required								

Submitting Grouping Exceptions

- Submit to ADE before the school year begins.
- Complete the total numbers on the template before submitting.
 - ADE guidelines are one mixed SEI class per grade/per campus.
 - Kinder is not an exception to this guideline.
 - Multiple mixed SEI classes are approvable across grade levels and campuses.
- You must get a confirmation of approval from ADE before you may mix ELLs.
 - Reach out to ADE to ask for suggestions if your numbers change drastically after the year begins.

It's G.O. Time!

Key Compliance Items for SEI Models

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
ILLP ROOM	ELPS PIs	PIs from every allocation evident	Posted or in LPs	If in LP, recommend footer
ILLP ROOM	Attachment B	All teachers on Att. A share data	Recommendations complete	Done at end of each Q-progress rept.
ROSTERS	Groupings	20 or fewer in any 3 grade span for ILLPs	SEI mixed class might be possibility	SEI mixed class MUST be approved by ADE

OTHER PAPERWORK

Parental Notification and Consent Forms

- Make sure Parent Notification forms are filled out and signed within 30 calendar days from the beginning of school.
- Mark the correct placement (SEI, ILLP, BIL) on the Parent Notification.
- Document three attempts of getting parent signature if unsuccessful.
- Have parents date the form as well.



State of Arizona
Department of Education
Office of English Language Acquisition Services

**20__ - 20__ Parental Notification and Consent Form
for Student Placement in an English Language Learner (ELL) Program**

To the parent or guardian of _____

Last Name	First Name	M.I.	SAIS ID
Student I.D.		School	Grade

Your student's English proficiency has been measured using the *Arizona English Language Learner Assessment (AZELLA)*. The results of this assessment show that your student is at the "limited English proficiency" level, and qualifies for placement in a language instruction educational program.

English language learner programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn English and meet age appropriate academic standards are based upon scientific research. The expectations for the English language learners (ELLs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELLs will meet with the special education personnel to ensure that the objectives of the Individual Education Plans are incorporated into classroom instruction.

The status of your student's academic achievement is: (circle one) **below grade level** **at grade level** **above grade level**

Your child has been placed in one of the following:

- ☐ Structured English Immersion Program*
- ☐ Mainstream Classroom (English Language Learner on Individual Language Learner Plan - ILLP)*
- ☐ Bilingual Education Program with required waiver*

*See the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753.

Description includes methodology, content, instruction, goals, use of English and a native language in instruction, how the program will meet the educational strengths and needs of their student, and the rate of transition to mainstream classrooms.

A student must meet the following criteria in order to achieve English language proficiency and exit the program: a proficient Total Combined Score, a proficient score in the reading domain, and a proficient score in the writing domain. A.R.S. § 15-756.05

Parents have the right to decline their student's enrollment in or to have their student immediately removed from an ELL program.

If you would like more information about the programs or instruction, or assistance in selecting a program, please contact your child's school.

Signature of classroom teacher/language arts teacher	Date
Signature of parent or legal guardian	Date

Parental Notification and Consent Forms must be sent home within 30 days of the beginning of each school year or within two weeks of a student registering during the school year. 20 U.S.C. § 7012(a)(d)

This form should be placed in the student's cumulative folder.

(Revised: July 2013)

It's G.O. Time!

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ILLP ROOM	Attachment B	All teachers on Att. A share data	Recommendations complete	Done at end of each Q-progress rept.
ROSTERS	Groupings	20 or fewer in any 3 grade span for ILLPs	SEI mixed class might be possibility	SEI mixed class MUST be approved by ADE
FILES	Parent Notifications	Signed & dated w/in 30 days- 2 weeks- 3 tries	Should have correct- SEI, ILLP, or BIL placement	Use original ADE form- no changes

FEP Two-Year Monitoring Forms

- Complete FEP 2-Year Monitoring forms beginning the year following the attainment of “Proficient” on the reassessment.
- Complete FEP 2-Year Monitoring forms even for students who have a Parent Withdrawal on file, the year following the attainment of “Proficient” on the reassessment.



State of Arizona
Department of Education
Office of English Language Acquisition Services

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____

SAIS ID Number _____

Date Reclassified _____

Assessment data used to monitor progress of Fluent English Proficient (FEP) students

		Year 1		Year 2	
	Test Name	Test Date	Test Score	Test Date	Test Score
State-wide					
District-wide, School-wide					
		Year 1		Year 2	
Other criteria used for monitoring the FEP student. Classroom teacher comments.					

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2

Monitor's Signature-Year One _____

Monitor's Signature-Year Two _____

It's G.O. Time!

Key Compliance Items for SEI Models

Where To Find	Topic	First Indicator	Second Indicator	Third Indicator
ILLP ROOM	ELPS PIs	PIs from every allocation evident	Posted or in LPs	If in LP, recommend footer
ILLP ROOM	Attachment B	All teachers on Att. A share data	Recommendations complete	Done at end of each Q-progress rept.
ROSTERS	Groupings	20 or fewer in any 3 grade span for ILLPs	SEI mixed class might be possibility	SEI mixed class MUST be approved by ADE
FILES	Parent Notifications	Signed & dated w/in 30 days- 2 weeks- 3 tries	Should have correct- SEI, ILLP, or BIL placement	Use original ADE form- no changes
FILES	FEP 2 Year Monitoring Form	FEP 1 begins the year after reclass	Use for proficient PWD also	Must be completed by end of year

PHLOTE And Enrollment Systems

- Have a system in place at sites for the next steps when the PHLOTE Home Language Survey and enrollment form questions are answered other than English.
- Pull a 70 report for new students PRIOR to testing, in case a valid test exists.
 - Determine who in the district has access to ADE Connect-or AZEDS.
 - Contact ADESupport@azed.gov for access support with ADE Connect and SDELL reports.

PHLOTE Questions On Forms

- Confirm that your new student enrollment forms have the exact three home language questions as the PHLOTE Home Language Survey.
- Only have enrollment/registration clerks administer a PHLOTE once. No need to repeat with continuing students.
- Parent responses on enrollment forms and PHLOTE survey should match.



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**Primary Home Language Other Than English (PHLOTE)
Home Language Survey**
(Effective April 4, 2011)

These questions are in compliance with Arizona Administrative Code, R7-2-306(B)(1), (2)(a-c).

Responses to these statements will be used to determine whether the student will be assessed for English Language Proficiency.

1. What is the primary language used in the home regardless of the language spoken by the student? _____
2. What is the language most often spoken by the student? _____
3. What is the language that the student first acquired? _____

Student Name _____ Student ID _____

Date of Birth _____ SAIS ID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

Please provide a copy of the Home Language Survey to the ELL Coordinator/Main Contact on site.

In SAIS, please indicate the student's home or primary language.

It's G.O. Time!

Key Compliance Items for SEI Models

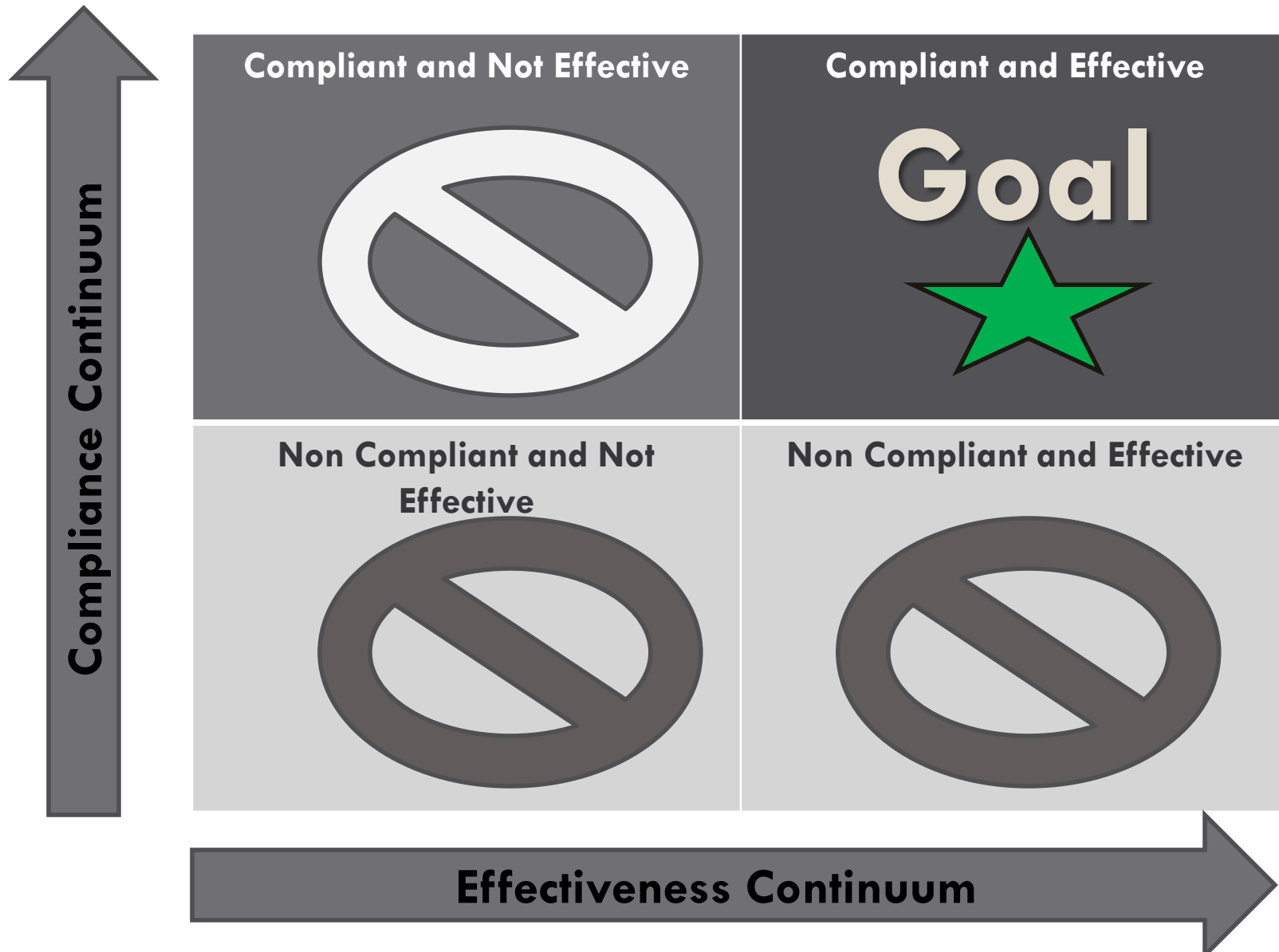
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FILES	FEP 2 Year Monitoring Form	FEP 1 begins the year after reclass	Use for proficient PWD also	Must be completed by end of year
FILES	PHLOTE	Only need one	Don't PHLOTE annually	3 ?s must be identical on enrollment

OELAS SUPPORT

We Our Constituents

- Please keep in mind that OELAS is here to support you in the areas of both compliance and professional development.
- Reach out to our department when you have questions about compliance items anytime, especially **BEFORE** a monitoring visit.
- Feel comfortable asking us for help or support.

Compliance & Effectiveness



Making Connections To Your Campus

- Here are the most common findings which monitored LEAs all across Arizona had trouble with in 2016-2017.
- Use these “trending” findings as your guide, to help you direct your focus at your site.

Breakdown of Percentages From 2016-2017

- 11% of ILLP classroom documents weren't signed or were missing
- 13% of SEI classrooms didn't allocate an hour of grammar
- 16% of SEI classrooms didn't have the 4 hours of ELD allocated correctly
- 17% of LEAs had missing or late Parental Notifications
- 20% of ILLP classrooms had findings with ELPS on Attachment A
- 21% of LEAs had findings with groupings
- 30% of ILLP classrooms had findings with ELPS posted or in lesson plans
- 38% of SEI classrooms had findings with ELPS driving lessons

Questions?



Thank you!

**Arizona Department of Education
OELAS
602-542-0753**

